

**Perkins Career and Technical Education Act of 2006
Secondary Local Five-Year Plan, July 1, 2008 - June 30, 2013**

School/consortium/multi-district/

Administrator of Eligible Recipient (typed)

Signature of Administrator

Date

Please respond to the 12 items below. The Local Plan shall provide specific examples of how your consortium, multi-district, or school district will meet the 12 requirements of the Perkins Career and Technical Education Act of 2006 listed below. The Plan must provide your vision for career and technical education for the next five years. It should include specific examples of what you will do.

The Plan must describe how you will address a particular requirement and a timeline for accomplishing it. Be sure to answer the question “How” for each requirement. It should have program improvement and increases in student achievement at its core. You may use your Local Transition Plan as the base for developing your five-year plan.

Use the Perkins Local Plan Evaluation Rubric located on the web site to score your plan. All plans will be read and scored by OCTE staff using this rubric. Those plans falling below minimum requirements must be revised. OCTE will provide technical assistance.

Send Perkins Local Plans via regular mail to Patty Beringer, 700 Governors Drive, Pierre, SD 57501. If you have electronic signature capability, you may return the completed plan with signature to patty.beringer@state.sd.us.

If you have questions, please call 773-3423 or e-mail gloria.smith-rockhold@state.sd.us.

Deadline for submitting the Local Five-Year Plan is May 23, 2008.

- (1) Describe how the career and technical education programs will be carried out with funds received under The Career and Technical Education Act of 2006 (nine required use of funds).
- (2) Describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance. The six Core Indicators of Performance (are:
 - a. Academic attainment in reading/language arts (Using the Dakota STEP reading scores)
 - b. Academic attainment in mathematics (Using the Dakota STEP math scores)
 - c. Technical skills attainment
 - d. Secondary school completion
 - e. Student graduation rates
 - f. Student placement in further education and training, employment or military
 - g. Nontraditional participation
 - h. Nontraditional completion.
- (3) Describe how the eligible recipient will –
 - (A) offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A):
 - (i) incorporate secondary and postsecondary education elements;
 - (ii) include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinate, nonduplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
 - (iii) may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
 - (iv) lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

- (B) Improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards, and relevant career and technical education programs to ensure learning in –
 - (i) the core academic subjects of reading, mathematics, and science and
 - (ii) career and technical education subjects;
 - (C) Provide students with strong experience in, and understanding of, all aspects of an industry;
 - (D) Ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and
 - (E) Encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
- (4) Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development). Professional development must be high quality, sustained, intensive, and classroom-focused. It should include teaching strategies. It is not one-day, short-term workshops or conferences. Professional development is part of a plan.
- (5) Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study.

- (6) Provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.
- (7) Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient.
- (8) Describe how the eligible recipient will –
 - (A) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;
 - (B) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and
 - (C) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.
- (9) Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.
- (10) Describe how funds will be used to promote preparation for non-traditional fields.
- (11) Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.
- (12) Describe efforts to improve -
 - (A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and
 - (B) the transition to teaching from business and industry.